

A COMPARATIVE STUDY OF LISTEN-READ-DISCUSS AND THINK-PAIR-SHARE STRATEGIES ON STUDENTS' READING ACHIEVEMENT

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Abstract: The purpose of this research was to find out the effectiveness of using Listen-Read-Discuss and Think-Pair-Share strategies and to identify which strategy Listen-Read-Discuss or Think-Pair-Share is more effective to enhance the students' reading achievement of recount text. This study is a quantitative research method using comparative design by using pre-test and post-test. It was conducted at SMAN 4 Luwu. Population of this research was the second grade students with the total population was 320. The sample was taken by purposive sampling to get the data, the total number of sample was 64 (32 students in XI IPA1 was taught by using Listen-Read-Discuss strategy and 32 students in XI IPA2 was taught by using Think-Pair-Share strategy). The instrument used for this research was a reading test, which contained of 30 multiple-choice questions. The result of this study showed that after using Listen-Read-Discuss and Think-Pair-Share strategy the $p\text{-value (sig)} = 0.11 > (0.05)$. Based on the mean score there is no significant differences in the students' reading achievement by using Listen-Read-Discuss and Think-Pair-Share strategies. Therefore, it is concluded that the Listen-Read-Discuss and Think-Pair-Share were effective to enhance the students' reading achievement of recount text. But Listen-Read-Discuss strategy is more effective than Think-Pair-Share strategy on enhance the students' reading achievement.

Keywords: *Listen-Read-Discuss, Think-Pair-Share, Reading*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas menggunakan strategi Listen-Read-Discuss dan Think-Pair-Share dan untuk mengidentifikasi strategi Listen-Read-Discuss atau Think-Pair-Share yang lebih efektif untuk meningkatkan prestasi membaca siswa pada teks recount. Penelitian ini adalah metode penelitian kuantitatif dengan menggunakan desain perbandingan dengan menggunakan pre-test dan post-test. Penelitian ini dilakukan di SMAN 4 Luwu. Populasi penelitian ini adalah siswa kelas II dengan total populasi 320. Sampel diambil secara purposive sampling untuk mendapatkan data, jumlah sampel adalah 64 (32 siswa di XI IPA1 diajar dengan menggunakan strategi Listen-Read-Discuss dan 32 siswa di XI IPA2 diajar dengan menggunakan strategi Think-Pair-Share). Instrumen yang digunakan untuk penelitian ini adalah tes membaca, yang berisi 30 pertanyaan pilihan ganda. Hasil penelitian ini menunjukkan bahwa setelah menggunakan strategi Listen-Read-Discuss dan Think-Pair-Share nilai $p\text{-value (sig)} = 0,11 > (0,05)$. Berdasarkan skor rata-rata bahwa tidak ada perbedaan yang signifikan dalam prestasi membaca siswa menggunakan strategi Listen-Read-Discuss dan Think-Pair-Share. Untuk itu dapat disimpulkan bahwa strategi Listen-Read-Discuss dan Think-Pair-Share efektif untuk meningkatkan prestasi membaca siswa pada teks recount. Tetapi strategi Listen-Read-Discuss lebih efektif dibandingkan strategi Think-Pair-Share dalam meningkatkan prestasi membaca siswa.

Kata kunci: Listen-Read-Discuss, Think-Pair-Share, Membaca

INTRODUCTION

Mastery in English is not the easy way. People have to master on speaking skill, writing skill, listening skill, and reading skill. Skill that is important and should be master in especially for students is reading skill; it makes them easy to read material that given in English (Patel and Jain, 2008).

Reading is skills which is very essential for students. Through reading, the readers increase their understanding on the text or collect vocabularies and knowledge. Besides, it makes people easy to connect their ideas on reading towards what they have already known. Reading consists of three elements, they are the reader, the text, and the activity or purpose of reading, (Snow, 2002). In fact, many students have many difficulties to understand the content of a text in reading process. It can come from their limited ability in vocabulary, prior knowledge, and the learning style used in the learning process. Because of the problems, to increase the students reading comprehension, we need a strategy. And the use of reading strategies in this context is very important.

There are many alternative strategies to engage students in reading activities. Some of them are the cooperative learning. Slavin (1995) suggests that cooperative learning is an instructional method in which students are put in small groups through which students work together to maximize their own and each other's learning. According to Richard and Rodgers (1986), there are several forms of strategies which are derived from cooperative learning method such as Jigsaw, Student Teams Achievement Divisions (STAD), Think-Pair-Share (TPS), Numbered Heads Together (NHT), Three Step Interview, Co-op, Round Robin, Inside-Outside Circle, Roundtable, and Listen-Read-Discuss. Those strategies are similar in principles in which they help students to fully engage in the learning activities and do the activities cooperatively with other students. Based on these reasons, the researcher investigated the effectiveness of Listen-Read-Discuss and Think-Pair-Share strategy.

The researcher intends to compare two strategies in learning process to enhance the students' reading achievement. They are Listen-Read-Discuss and Think-Pair-Share strategies. The main reason why the researcher wants to compare these strategies is because those strategies are both cooperative learning but the step of those strategies is different. The difference comes from the procedure of those strategies.

According to Manzo and Casale (1985), Listen-Read-Discuss is strategy of comprehension that construct students' prior knowledge before they read text. Since the content was originally discussed orally, students cannot read the entire text on their own to get at least a surface level of reading comprehension. Students who lack knowledge about the content get it during the listening step, which allows them to be more easily to understand the text during the reading step. Listen-Read-Discuss strategy is relatively easy to create because they can enhance a student's understanding about many lessons.

Richardson (1999) cited from Ibrahim (2017) Listen-Read-Discuss is a strategy of comprehension that construct students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing. This strategy may help students unite between the author's words and their own, thus take affect in their comprehension to learning and remembering about what they read. Moreover Purwanti (2017) with the study which said that using Listen-Read-Discuss strategy found that the students enjoyed more in learning reading and comprehend the text easily. It can be stated that through LRD strategy students enjoyed more and become motivated to learn English.

Putri (2012) found that there is significant effect of using LRD (Listen, Read, Discuss) strategy on reading comprehension at the second year students of State Junior High School 9 Tapung. The result showed that students were interest after using this strategy. It can be seen from the total number of questionnaire 1 was 60.44% and questionnaire 2 was 75.44%. While the result of observation

check list showed that the students can be active during the teaching learning process. It can be seen from the total of the result from observation checklist cycle 1 was 57.14% up to 85.71% in cycle 2.

Another strategy to improve students' reading achievement is Think-Pair-Share. Think-Pair-Share is one of the cooperative learning found by Lyman (1981). The researcher chooses Think-Pair-Share because in the students are demanded to be active and they should not be passive learners because they are the centre in teaching learning process. Think-Pair-Share is a strategy to prepare students with given topics that allow them to formulate and share their individual ideas with another student. Teachers announce a discussion topic or problem to solve. After that, give students at least 10 seconds to think of their own answer. And then, ask students to discuss the answer of the questions or problems in pair. Finally, a few students were called in front of the class to share their ideas with the class.

Think-Pair-Share strategy has some benefits for the students. According to Edith Cowan University (2012) cited from Apriani (2016), the benefits of TPS strategy are understanding about the text from the material was delivered by teacher.

Based on the explanation above, the researcher decides to conduct a research with title "A comparative Study of Listen-Read-Discuss and Think-Pair-Share strategies on Students' Reading Achievement". This research conducted in the second grade students of SMAN 4 Luwu to know which strategy more than effective to enhance students' reading achievement after being taught between Listen-Read-Discuss and Think-Pair-Share on recount text.

Relating to the problem statement, the researcher state the objectives of the research are (1) to find out Listen-Read-Discuss is effective to enhance students reading achievement, (2) to find out Think-Pair-Share is effective to enhance students reading achievement, (3) to identify which strategy Listen-Read-Discuss or Think-Pair-Share is more effective in learning process.

Concerning the review of related literature, the researcher puts forward the hypothesis of this research as follows: Null Hypothesis (H_0): Listen-Read-Discuss strategy is not effective to enhance the students' reading achievement. Alternative Hypothesis (H_1):

promote the students participation, TPS can help students to feel comfortable, can be use for all year levels and all class sizes, easy to teach in the classroom and only take short time to prepare and start and do, engage the whole class and allow quiet students to answer questions; make class discussion more fruitful because everyone has ideas to discuss, provide equity for all students rather than the same or loud students answering, and stretch students thinking and enhances students learning. This strategy is good for teacher and students in process of teaching and learning reading.

A research by Alfian (2012) which aims to improve the students' reading comprehension by using Think Pair Share technique. In this research used Classroom Action Research (CAR) method. The subjects of the research were the students of second semester of Diponegoro University. The finding showed that the Think Pair Share improves the students' reading comprehension during the learning process.

From the previous studies the researcher concludes that using Listen-Read-Discuss and Think-Pair-Share strategy can improve students' reading achievement and Listen-Read-Discuss strategy is effective to enhance the students' reading achievement.

Null Hypothesis (H_0): Think-Pair-Share strategy is not effective to enhance the students' reading achievement. Alternative Hypothesis (H_1): Think-Pair-Share strategy is effective to enhance the students' reading achievement.

METHOD

The researcher applied an experimental research. The basic causal-comparative design involved selecting two groups differing on some independent variable and compared them on dependent variable. Both groups had been give pre-test and post-test. A pre-test had held before treatment and post-test after treatment.

The researcher takes two classes namely: class A had been give Listen-Read-Discuss strategy and class B had been give Think-Pair-Share strategy, because the researcher saw the effectiveness of Listen-Read-Discuss and Think-Pair-Share strategy in enhance students' reading achievement.

The design is presented as follows:

Table 3.1: Research Design

E1	O	X1	O
E2	O	X2	O

(Gay et.al, 2006)

The population of this research was the second grade students of SMAN 4 Luwu academic year 2018/2019. The total number of the classes is 10. Each class consists of 32 students. The total numbers of population are 320 students. The researcher used purposive sampling to get the sample. The researcher took two classes. The researcher ranked the second grade students of SMAN 4 Luwu by seeing the data of the teacher in the school to select the sample. Two classes who have higher score took as sample. XI IPA1 as class A and XI IPA2 as class B, each class had 32

students. So the amount of sample was 64 students. The instruments of this research was reading test. This reading test used recount text which consist of multiple choice as much as 20 questions to examine the students' reading achievement in pre-test and post-test. The questions in pre-test and post-test have the same questions. The researcher calculated the mean score, standard deviation and the t-test value between pre-test and post-test of both group by using Statistical Package for Social Sciences (SPSS) program version 20.0.

FINDINGS

The researcher presents the students' pre-test score percentage in Listen-Read-Discuss and

Think-Pair-Share. It can be seen in the following table:

Table 4.1 The Percentage of Students' Pre-Test Score in Listen-Read-Discuss and Think-Pair-Share.

Classification	Score	Listen-Read-Discuss (Class A)		Think-Pair-Share (Class B)	
		F	P (%)	F	P (%)
Very Good	89-100	0	0	0	0
Good Fair	77-88	5	16	3	9
Poor	65-76	12	38	13	41
	<64	15	47	16	50
Total		32	100	32	100

Based on table 4.1 above, it is known that the students' pre-test score result before give treatment in Listen-Read-Discuss strategy is poor category. There was not student in very good category. There were 5 students (16%) in good category, 12 students (38%) in fair category, and 15 students (47%) in poor category. In Think-Pair-Share pre-test, the data

indicated that there were 3 students (9%) in good category, 13 students (41%) in fair category, 16 students (50%) poor category. Based on aggregate percentage both groups of pre-test in showed that the students' presentage before treatment was low.

Table 4.2 The Percentage of Students' Post-test Score in Listen-Read-Discuss and Think-Pair-Share.

Classification	Score	Listen-Read-Discuss (Class A)		Think-Pair-Share (Class B)	
		F	P (%)	F	P (%)
Very Good	89-100	8	25	2	6
Good Fair	77-88	18	56	19	59
Poor	65-76	6	19	11	34
	<64	0	0	0	0
Total		32	100	32	100

Based on table 4.2 above, it is known that the students' post-test score result for very good, good, fair, and poor categories. In Listen-Read-Discuss group, the data of post-test shows 8 (25%) students in very good category, 18 (56%) students in good category, and 6 (19%) students in fair category. No one students in poor category. In Think-Pair-Share group, most of students gained good category in post-test. While in Think-Pair-Share group there were 2 (6%) students in very good category, 19 (59%) students in good category, 11 (34%) students in fair category. and no one in poor category.

From the description of the reading in pre-test and post-test result as shown in table 4.1 and 4.2, it gave clear classification as well on the students' achievement on their reading after conducting the treatment by applying Listen-Read-Discuss for class A and Think-Pair-Share for class B.

The Mean Score and Standard Deviation of the Students' in Pre-test and Post-test between Listen-Read-Discuss and Think-Pair-Share Group.

As stated, after tabulating the frequency and percentage of the students' score, the researcher calculate the mean score and the

standard deviation of the students' score both Listen-Read-Discuss and Think-Pair-Share in pre-test and post-test. The researcher present the mean score and standard deviation of the students' pre-test and post-test for Listen-Read-Discuss and Think-Pair-Share in the table below:

Table 4.3 The Mean Score and Standard Deviation of the Students' Pre-test and Post-test of Listen-Read-Discuss and Think-Pair-Share.

	Group	Mean	Standard Deviation
Pre-test	Listen-Read-Discuss	67.00	9.228
	Think-Pair-Share	65.78	7.824
Post-test	Listen-Read-Discuss	82.69	9.272
	Think-Pair-Share	79.22	7.958

From the data in table 4.3, the mean score in pre-test of Listen-Read-Discuss group and Think-Pair-Share group was in same level, namely 67.00 and 65.78, it was in fair classification. It means that before the treatment is applied to the students, they have same ability. After giving treatment, the post-test' score both of classes; Listen-Read-Discuss and Think-Pair-Share showed the difference mean score, namely 82.69 and 79.22, it was in the good classification. It can be defined that the mean score both of groups in the same level, therefore there is a great effect of mean score both of groups that applied Listen-Read-Discuss and Think-Pair-Share in teaching reading.

Based on the table 4.3, the standard deviation in pre-test of Listen-Read-Discuss

and Think-Pair-Share were 9.23 and 7.82. The standard deviation of Listen-Read-Discuss and Think-Pair-Share in post-test were 7.96 and 9.27. It was mean that, there is no significant difference in increasing the students' reading achievement both Listen-Read-Discuss and Think-Pair-Share strategy. In other words, the students mean score between class A and class B are different.

Gain Score of Student's Pre-test and Post-test

Gain score of students' pre-test and post-test of both groups was presented the following table:

Table 4.4 Gain score of student's Pre-test and Post-test

	Listen-Read-Discuss	Think-Pair-Share
Gain Total	15.69	13.44

Table 4.4 shows that gain score of Listen-Read-Discuss (15.69) was higher than Think-Pair-Share (13.44) this means that the strategies was applied in both of groups can improve the students' reading achievement.

Test of Homogeneity of Variance

Homogeneity testing is intended to make sure that the collected manipulation data in analysis is truly taken from a population which is too different each other. Especially in a correlative study which is predictive, the

model which is used must be appropriate with the composition and its distribution.

The hypotheses for homogeneity testing are:

- H₀ : Data is homogeny
- H₁ : Data is not homogeny

The test is called homogeny if the significant value more than 0,05. H₀ is rejected if the significance value less than 0.05 (< 0.05) it means that the data are not homogeny. While, H₀ is accepted if the significance value bigger than 0.05 (> 0.05) it means that the data are homogeny.

Table 4.5 Test of Homogeneity

Levene Statistic	df1	df2	Sig.
.000	1	62	.990

Based on the table 4.5 above, the test is homogenous because the significant is 0.990. It means that the significant is higher than 0.05 ($0.990 > 0.05$). So, H_0 is accepted and H_1 is rejected.

Test of Significance

The data is homogenous if p.value (sig) $> = 0.05$ it means data is homogenous and if p.value (sig) $< = 0.05$ it means data is not homogenous. The result between Listen-Read-Discuss and Think-Pair-Share were

homogenous. It is because sig (0.990) $> = 0.05$. The significant are tested by using compare mean analyzis. In this case, the researcher applied t-test (test of significant) of SPSS 20 Program for independent sample t-test, that is a test in Listen-Read-Discuss strategy applied in class A and Think-Pair-Share strategy in class B. Assuming that the level of significance (α) = 0.05 and degree of freedom (df) 31. Then the result of the t-test is presented in following table:

Table 4.6 Test of Significance

Variables	p-value	(α)
Pre-test of Listen-Read-Discuss and Think-Pair-Share	0.58	0.05
Post-test of Listen-Read-Discuss and Think-Pair-Share	0.11	0.05

Based on the table 4.6 above, the data showed on pre-test before applied and post-test the strategy of Listen-Read-Discuss and Think-Pair-Share, the scores p-value 0.58 and 0.05, it means that there is not significantly different in pre-test. After treatment the score p-value 0.11 and 0.05, it indicates that there is no significantly different between Listen-Read-

Discuss and Think-Pair-Share strategies by the degree of freedom 31. It was indicated that null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. There for use of Listen-Read-Discuss and Think-Pair-Share strategy is not significant different in enhance students' reading achievement.

DISCUSSION

Based on the findings above the researcher compared the improvement of students' reading achievement in Listen-Read-Discuss strategy as can be proved by analyzing the pre-test and post-test result. The result shows that the mean score of the students' post-test was increased after giving treatment. It can be seen through the mean score of the students' pre-test was 67.00 and the post-test 82.69 for the class A that applied by Listen-Read-Discuss strategy. It was mean that students' reading achievement improved after giving a treatment. It could be seen in post-test was higher than pre-test ($82.69 > 67.00$). The result post-test indicated that the use of Listen-

Read-Discuss strategy is effective in enhance the students' reading achievement. While the students' scores in Think-Pair-Share strategy as class B can be proved by analyzing the pre-test and post-test result. The result shows that the mean score of the students' post-test both groups increased after giving treatment. It can be seen through the mean score of the students' pre-test are 65.78 becoming 79.22 in post-test. In this case, based on the test there is improvement after giving a treatment, as we can see the post-test is higher than the pre-test ($79.22 > 65.78$). The result post-test indicated that the use of Think-Pair-Share strategy is

effective in enhance students' reading achievement.

Comparing with the students pre-test and post-test, the result of the pre-test for both of the students in class A and the students in class B were almost the same level. The differences between of two groups can be seen from the mean score of pre-test and post-test. The mean score of pre-test and post-test which is obtained from class A were 67.00 and 82.69, the students reading achievement increased about 15.69. While, the mean scores of pre-test and post-test for the class B were 65.78 and 79.22, the students' reading achievement increased about 13.44.

After seeing the result of the data analysis, the researcher found that the p-value was higher than $(0.58 < 0.05)$, in compared the pre-test both of groups (Listen-Read-Discuss in class A and Think-Pair-Share in class B), where the p-value (0.58) at the level of significance (0.05) and degree of freedom 31. It indicated that the alternative hypothesis (H_1) is rejected and the null hypothesis (H_0) is accepted. It was concluded that without application of strategy in teaching was not able to give greater contribution in teaching and learning process.

Meanwhile p-value in post-test both of class have level of significance $(0.11 \text{ and } 0.05)$. The p-value (0.11) at the level of significance (0.05) and the degree of freedom 31, after compared the post-test both of group. It indicated that the alternative hypothesis (H_1) is accepted, and null hypothesis (H_0) is rejected. It showed that the use of Listen-Read-Discuss strategy and Think-Pair-Share strategy are effective in enhance the students' reading achievement. It concluded that the application of Listen-Read-Discuss strategy and Think-Pair-Share strategy in enhance the students' reading achievement are effective, but Listen-Read-Discuss strategy more effective than Think-Pair-Share strategy in enhance the students' reading achievement.

From that finding, the researcher can conclude that *Listen-Read-Discuss is more effective than Think-Pair-Share to enhance students' reading achievement.*

CONCLUSION AND SUGGESTION

Based on the findings and discussion of this research in previous chapter, the

researcher concludes the result of this research as follows:

1. The use of Listen-Read-Discuss strategy in teaching reading enhance the students' reading achievement. It's proved by the t-test score of the students' post-test is higher than pre-test. It means that Listen-Read-Discuss strategy is effective to enhance the students reading achievement class XI IPA 1 at SMAN 4 Luwu.
2. The use of Think-Pair-Share is improved the students' reading achievement. That was indicated has significantly in increasing students' reading achievement, it's proved by the t-test score of the students' post-test in class B is higher than pre-test. The researcher concluded that Think-Pair-Share strategy is significant effective to enhance the students reading achievement class XI IPA 2 at SMAN 4 Luwu.
3. Based on the t-test, the use of Listen-Read-Discuss strategy in teaching reading is significant in enhance students' reading achievement. It's proved by the t-test score of the students in class A, the post-test higher than pre-test. And also in Think-Pair-Share strategy is significant in enhance the students' reading achievement. It can be seen from the students' mean score of post-test and pre-test, and t-test of the students' reading achievement in class B in post-test. The researcher compares the t-test both of Listen-Read-Discuss strategy and Think-Pair-Share strategy in pre-test is significant difference, and in post-test also there is significant difference. Based on the data in table 4.7 showed, both of the strategy are significant difference in enhance the students' reading achievement. Although, both of the strategies are effective in enhance students' reading achievement, but Listen-Read-Discuss strategy more effective than Think-Pair-Share strategy in enhance students' reading achievement of the second grade students of SMAN 4 Luwu.

Based on the conclusion above, the researcher would like to propose some suggestion as follows:

1. Since Listen-Read-Discuss strategy enables the learners to comprehend reading text in interesting way, the researcher suggests this strategy to be used by English teacher of SMAN 4 Luwu.

2. Further research might explore more about the usefulness of Listen-Read-Discuss strategy to increase the students' engagement, motivation, and achievement in learning English. Researcher also recommends for future research to investigate the appropriateness of the technique for learner style of learning English.

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